



External evaluation of the Tim Peake Primary Project (2015-17)

Summary

ESERO-UK is seeking an evaluator for its Tim Peake Primary Project. The Tim Peake Primary Project uses space to increase the engagement of primary school children with science, numeracy and literacy. Since September 2015 we have been working with primary schools in order to increase:

- enjoyment and engagement across the curriculum using the context of space
- confidence in learning science and working scientifically
- teacher confidence in teaching space topics

The evaluation is intended to review the impact of the project with respect to these objectives and what lessons could be learned for similar future programmes.

1. Background

The European Space Education Resource Office in the UK (ESERO-UK), was established in 2009, and is funded by the European Space Agency (ESA), Department for Education (DfE), Science Technology Facilities Council (STFC) and the United Kingdom Space Agency (UKSA). The office works with educational providers, government, employers, charitable trusts and space specialists from across the United Kingdom to use space to motivate and inspire young people to increase their literacy, attainment and progression in Science, Technology, Engineering and Mathematics (STEM) subjects.

Working alongside STEM Learning, ESERO-UK is able to provide influence, funding and services to improve the teaching of STEM subjects in schools and colleges, and inspire young people through engagement and enrichment activities.

In the run-up, during and following Tim Peake's flight aboard the ISS (December 2015 – June 2016), ESERO-UK was in receipt of grant funding from the UK Space Agency and the Department for Education to deliver the Tim Peake Primary Project to 1,250 schools during the period June 2015 to March 2017. The aim of the Tim Peake Primary Project was to promote the use of space as a context for science learning in primary schools and to increase the engagement of primary school children with science, numeracy and literacy. Since September 2015 ESERO-UK have been working with primary schools in order to increase:

- enjoyment and engagement in all lessons using the context of space
- confidence in learning science and working scientifically



- knowledge of career opportunities available to pupils who study science and mathematics subjects
- teacher confidence in teaching space topics and in contextual teaching in general

Project activities in schools have now concluded, 653 schools engaged in the project in the first year (September 2015 – July 2016) and 747 schools in the second year (September 2016 – March 2017).

The programme offered schools a combination of high-quality resources tailored towards the primary school curriculum, networking opportunities and bespoke expert support from Space Ambassadors, who were specially trained to have expert knowledge of both space and education and act as the programme champions. Each participating school worked alongside a designated Space Ambassador, who helped schools develop a bespoke action plan, outlining school objectives and how they planned to achieve them by engaging with the project (e.g. how they planned to use the resources, what activities would undertake). Space Ambassadors also provided CPD to teachers and undertook project activities with pupils. Teachers were also able to undertake space-related activities (e.g. classroom-based experiments) independent of their Space Ambassador. Using a specially created online community group schools and Space Ambassadors were able to network and share best practice and evidence of their engagements (e.g. photos, examples of pupil work, pupil/teacher feedback) to an online community group.

Schools were asked to provide a copy of their action plan - 854 responses were collected via an online action plan survey. At the conclusion of the project, teachers completed an impact survey (N = 453) which allowed them to report on the impact their engagement had on pupils, teachers and the school as a whole, with relevance to the overall aims of the project. ESERO-UK also collected qualitative reports from Space Ambassadors (ca. 150), and quantitative reports regarding the scope of engagements. This data was used for project management and a recently produced internal evaluation report, which includes analysis of the quantitative and qualitative data as well as case studies from two schools (expected to be published early July 2017). The internal evaluation showed the success of the programme in achieving its aims and objectives in the short term. A follow-up survey for those engaging in year 1 of the project (2015/16 academic year) exploring the longer-term impact and sustainability of the project's outcomes is currently ongoing, due to be complete by early August 2017.



2. Purposes of the evaluation

The purposes of the evaluation are to:

- Assess the longer-term impact of schools' engagement in the programme on teachers, pupils and schools, particularly to what extent the short-term impact (as presented in the internal evaluation) has been sustained.
- Assess the efficiency of the project delivery model and provide recommendations on how to improve management, delivery and impact of the programme, especially if adopted for other similar projects or programmes.

3. Methodology

The evaluation will be expected to use the available data and combine qualitative and quantitative methodologies. The evaluator will make full use of the programme monitoring information as well as evaluation and impact data described previously, which ESERO-UK have collected internally.

After reviewing the existing data and identifying further evaluation needs, the evaluator will collect and analyse additional quantitative and qualitative information to complement the programme data. Case studies (of teachers/schools and space ambassadors) must form part of the methodology.

Your tender response should set out a description of the methodology you propose to use for this evaluation; including evaluation models that you feel are particularly suitable for a programme of this kind.

4. Intellectual Property Rights

All intellectual property arising from any work will be vested in STEM Learning.

5. Deliverables and Audience:

The main deliverable will be a report that sets out the key findings and makes recommendations for improving the programme (9 January 2018).

The principal audiences for the reports will be the ESERO-UK steering group and potential future funders, who will consider the reports so that lessons can be learned and implemented for any future projects.

6. Timeline:

Activity	Milestone
Open, competitive ITT issued. Clarification questions responded to.	31 August 2017
Deadline for submission of tenders	12.00 noon on 22 September 2017
Independent evaluator appointed and evaluation started	02 October 2017
Progress updates to Research and evaluation team	Fortnightly updates
Final report	9 January 2018

7. Costing and pricing

Proposals should include a full budget plan for the whole costs including any anticipated travel, expenses and VAT. All costs should be clear and transparent, clarifying the number of days of each individual working on the activity that they provide. Decisions will be based on perceived value for money, rather than the lowest cost proposal.

Within the region of £12,000 (inclusive of VAT) for the contract period (October 2017 – January 2018)

8. Tender content

Tenders should show, as a minimum:

- how the aims and actions of the evaluation will be addressed to ensure effective and ethical completion of the evaluation across the UK;
- the timeline for development of instruments, data collection, analysis and reporting;
- the roles, responsibilities and brief CVs of personnel in the research team;
- a breakdown of costs by staff and non-staff categories, office costs, travel and subsistence costs.
- risk assessment and mitigating actions
- contact details of two referees
- Where possible links to recently published reports should be included

9. Submission and format of proposals

The deadline for receipt of submissions is **12.00 noon on Friday 22 September 2017**. Late submissions will not be accepted. All submissions will be acknowledged with a notification of receipt.

An electronic copy of the proposal should be received in PDF format by this deadline. This is an electronic only submission process; therefore all documentation must be submitted in



PDF format as a single zipped folder if the size of the submission is greater than 10Mb.

Proposals should be no longer than 8 sides of A4 (excluding CVs of people involved) and typed in Arial size 12 font. If the proposal exceeds this limit evaluators will be advised to disregard any information outside the limit.

Proposals with the subject line “**Tim Peake Evaluation Submission**” should be emailed to: a.brown@stem.org.uk

ESERO-UK reserves the right not to award a contract.

A decision will be made as soon as possible after receiving the tenders, with a face-to-face clarification meeting if needed.

10. References

Tenderers should indicate the names of two current or recent customers for whom similar evaluations have been carried out and who would be prepared to act as referees.

11. Selection criteria

Proposals will be evaluated against the following criteria which are not listed in order of importance:

- compliance with, and understanding of, requirements outlined in this tender document
- understanding of the educational landscape and STEM education, especially in relation to STEM enrichment and enhancement activities
- effectiveness of the proposed methodology for undertaking the evaluation
- clarity and feasibility of the programme of work, work plans and risk assessment
- **clear outline of outputs and deliverables**
- relevant experience of the tendering team
- ability to meet the required timetable
- commitment to working with STEM Learning and appropriate stakeholders
- management of any existing or potential conflict of interest identified by the bidder
- Realistic and appropriate budget
- value for money.

12. Enquiries

These instructions are designed to ensure that all tenders are given equal and fair consideration. It is important therefore that you provide all the information asked for in the format and order specified.

Please contact Alex Brown (a.brown@stem.org.uk) if you have any difficulty in providing the information requested. Pre-tender negotiations are **not** allowed. If you have any questions



relating to the requirements then please contact Alex Brown as above. We will aim to respond to any queries within 5 working days. If we feel that the query relates to an issue of which all prospective bidders should be made aware we reserve the right to communicate our response to all those who have requested tender documentation. If you consider any point you raise to be confidential to your own proposal please make this clear.

Please note the last date for the submission of any queries is noon **Friday 22 September 2017**.